



Berrybrook Primary School

English Policy

At Berrybrook, our vision is to give our children the skills they need to excel in an ever developing and diverse world by creating a curriculum which:

- Builds on our Core Values (Believe, Enjoy, Respect, Responsible, You can do it);
- Values each child as a unique individual;
- Enables pupils to reach their full potential;
- Develops independence risk taking, resilience and self-confidence;
- Aids pupils to develop their mental health and use emotional intelligence to create and sustain stable and lasting relationships;
- Creates lifelong learners who continue through education;
- Helps children to become educated citizens;
- Equips pupils with the tools and knowledge to keep themselves safe and seek support when they need it;
- Encourages ambitions and aspirations;
- Gives children a breadth of experiences, knowledge and understanding of the possibilities that are available to them in the world and enjoy life.

Intent

The high-quality English education at Berrybrook will teach pupils to speak, write, listen and read fluently so that they can effectively communicate their ideas and emotions to others. Pupils will build on their previously learnt skills in order for them to participating fully as a member of society.

Berrybrook intend on delivering a curriculum which:

- allows all pupils to be fully involved in creative and engaging lessons in order for them to reach their full potential;
- enables pupils to speak clearly and audibly and to take account of their listeners;
- encourages pupils to listen with concentration, in order to identify the main points of what they have heard;
- shows pupils how to adapt their speech to a wide range of circumstances and demands;
- teaches pupils effective communication, both verbal and non-verbal;
- develops enthusiastic, independent and reflective readers;
- fosters the enjoyment of writing and a recognition of its value;
- encourages accurate and meaningful writing;
- improves the planning, drafting and editing of pupils' written work
- is in-line with the National Curriculum;
- provides links with other curriculum areas and real-life.

Implementation

Reading

Reading allows pupils to develop in a cultural, emotional, intellectual, social, and spiritual way. Through Ruth Miskin's Read Write Inc. Scheme, the pupils at Berrybrook learn the sounds and phonics needed to read effectively. Pupils are taught in small groups based on their ability and are tested regularly, working their way through the scheme until they have completed it. Pupils who require 1 to 1 tutoring in order to catch up or keep up, are quickly identified and interventions put in place. Once they have completed the RWI programme, pupils progress into the Year 2 RWI Comprehension group. It is during these comprehension sessions pupils are formally introduced to the Key Stage One reading domains: Language, Retrieval, Sequencing, Inference and Predict.

In Key Stage Two, Reading is taught using a three week cycle, with week one including unseen texts.

Key Stage Two's cycle consists of a reading domain focus for two weeks. Different genres within the domain being taught...

1 week- Fiction, 1 week- Non-fiction and 1 week- Blind comprehension- (Reading Detectives)

The whole class text is taught over 4 days...

-Day 1- Reading fluency/ echo read/choral read/paired read

-Day 2- Text talk- PILS/Vocab

-Day 3- Reading domain focus Teacher led

-Day 4- Reading domain focus- activity/questions Independent

The focus of week one is based around the Key Stage Two reading domains: Retrieval, Inference, Language, Summarise and Predict and Content. The focus domain is introduced during the first lesson of the week, with work based around the class text. During the following three days' lessons, pupils work in small differentiated groups with different activities planned, some of these activities include:

- an adult-guided group based on the weekly reading domain focus;
- reading for pleasure- mixture of fiction and cross-curricular non-fiction books;
- reading for meaning- using home reader books;
- planned differentiated questions based on the weekly reading domain focus- using reading texts.

The second week of the two week Reading cycle is based on an unseen whole class text. The week begins with pupils reading and exploring the new vocabulary and learning how to use their previous knowledge of language to decipher the meaning of unknown words. Pupils then use the text to answer questions from all five reading domains.

In order to ensure that at least good progress is made in Reading, all pupils are heard read regularly, with pupils also being targeted for extra reading sessions with staff. The Home Readers scheme provides a valuable link between school and home, both supporting pupils to read and comprehend. In addition to home reader books that go home with pupils, all pupils from Year 2 – Year 6, have access to MYON, which is our online Reading platform, that provides pupils with a wealth of genres to read linked to their Reading ability.

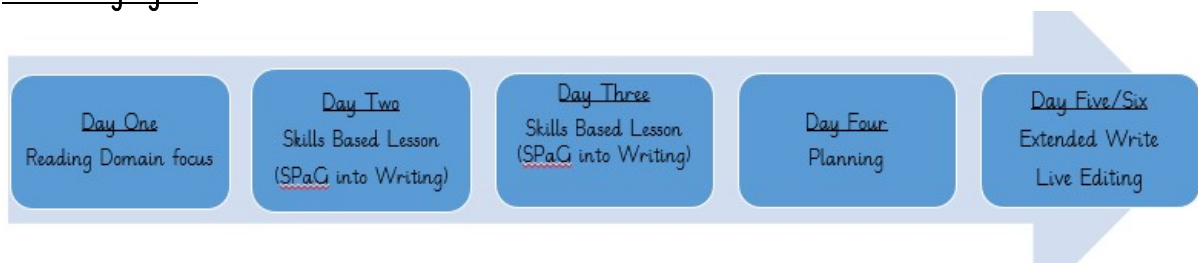
It is important that pupils are given the opportunity to experience a wide range of quality texts in order to develop a 'Love of Reading.' At Berrybrook, this is achieved by using a large range of reading and home reading books, online reading resources as well class and school libraries and supported using a variety of resources, such as dictionaries, thesauruses and phonic based books. In addition, each class focuses on a high quality class text (which then forms the basis for their written work) linked to a cross-curricular topic.

In order to enhance the pupils 'Love of Reading,' all classrooms have a reading corner and the school has a reading van, in which all pupils have the opportunity to be heard read or do one to one or small group English work. Throughout the year, Berrybrook also takes opportunities to celebrate reading in various ways, such as: World Book Day, Book Fairs and MAT/City Book Quizzes.

Writing

At Berrybrook, in KS1, a writing cycle will be one or two weeks depending on the writing genre. In KS2, the writing cycle is two weeks, but ensure teachers have the autonomy to make appropriate adjustments through effective AfL; therefore allowing room for fluidity. We aim to see the elements below within a writing cycle; however, the order may change dependent on progress and sequencing of the cycle.

KS1 Writing Cycle



English writing lessons in KS2 are sequenced on a two week cycle based on a quality class text, which is linked to a cross-curricular topic.

KS2 Writing Cycle



During the two week cycle, pupils are taught the skills they will need in order to create a quality piece of writing of a specific genre. The SPAG (Spelling, Grammar and Punctuation) lessons during the first week are based on teacher knowledge of the needs of the class and the genre being taught. Lessons teach pupils the rules and correct use of the SPAG element. Pupils then use this independently within the context of a short piece of writing. The second week then uses the genre features, speaking and listening activities and planning to build up to composing and editing an independent piece of writing.

Each week, an extending writing session is used to aid pupils' long term memory by focusing on a genre which has already been taught. Giving pupils the opportunity to recall and revisit previously learnt skills. These lessons also give an extra opportunity for cross-curricular writing or work based on different forms of media.

In all classes, pupils have a wide range of abilities and staff seek to provide suitable learning opportunities for all pupils by matching the challenge of the task to the ability of the pupil. In some lessons, this is done through differentiated group work, while in others, pupils begin work at the same starting point before moving on to develop their own ideas. Staff support pupils during every lesson and use in the moment marking to give immediate feedback and move learning on.

Spelling

Spelling rules are taught for 15 minutes a day and tested once a week. Berrybrook uses a mixture of the RWI Spelling Scheme and the National Curriculum common exception words as a basis for the spelling curriculum. Lists of spellings are sent home as a part of weekly homework and spellings are used as a basis for marking at least once a week.

Handwriting and Presentation

Handwriting is taught daily for 15 minutes using the Kinetic Letters Handwriting scheme as a basis with all pupils across school, including Early Years, working towards the following...

- Making bodies stronger
- Underpinning writing for all ages
- Learning the letters
- Letter shapes and writing resources
- Holding the pencil
- Pencil hold and diagnosing / treating difficulties
- Flow and fluency
- Joined writing, speed and fluency

We aim to transfer these skills in handwriting in all areas of the curriculum to ensure correct letter formation and high expectations in handwriting and presentation are consistent.

Early Years Foundation Stage

At Berrybrook we value the development of early language and communication skills and how these support pupils' learning and development in English. We plan an enabling environment with communication friendly learning spaces that encourage children to develop and extend their vocabulary and language skills. In Early Years, staff plan from the Early Years Foundation Stage Curriculum. Across the phase, staff use stories and rhymes as a stimulus for their planning and strive to support children to develop a love of reading. Writing opportunities are planned throughout the environment, encouraging children to mark make for a range of purposes across the curriculum. Children take part in Kinetic letters sessions, which develop both their gross and fine motor skills to support their progress in writing. In Reception class, staff use 'Talk for Writing' as one strategy to teach writing and encourage children to join in with reciting stories and recall key events and characters. Adult led writing focus groups and child initiated opportunities are then planned based upon the text and the children's needs.

Daily RWI Phonics lessons are taught in Reception class. Sessions are differentiated and planned to meet the needs of the children, who are taught in small groups based on their ability and are tested regularly. Children's understanding is monitored daily and those who require additional practise are targeted throughout the day by staff. RWI Phonics is introduced in Nursery when children demonstrate the appropriate communication and language skills, along with the fine motor control in their physical development, to access the scheme.



Berrybrook values parents' contributions to their child's learning and development. Parents are encouraged to inform school of their child's development in English through use of 'proud clouds' and home learning books. Children have weekly phonics homework and both Nursery and Reception offer class lending libraries to encourage children and parents to read at home.

Contribution of English to teaching in the wider curriculum

The skills that pupils develop in English are linked to, and applied in, every subject of the wider curriculum. The pupils' skills in reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their school work.

During Science and Foundation subjects, staff plan for pupils to have the regular opportunities to use their English skills in cross-curricular extended writing. These opportunities are regular and ensure that pupils have the chance to show their mastery of English skills by using them in different contexts and for varied purposes.

In addition, class texts are based on a topic from the wider curriculum and texts, authors and settings are placed on the class timeline and map in order for pupils to understand them within the wider context of the world and its history.

Continuing Professional Development

Staff regularly attend relevant courses and are given in-school support from the subject lead or another appropriate member of staff in order to develop their knowledge and understanding of the teaching of English. This is determined by SLT, based on staff needs, individual year groups and whole school priorities.

Impact

Through the actions highlighted in this policy, the staff at Berrybrook will ensure that all pupils receive a high-quality English education and leave being able to speak, write, listen and read fluently so that they can effectively communicate their ideas and emotions to others and excel in an ever developing and diverse world.

Assessment

Teachers assess pupils' work in English in different ways throughout the year.

The short-term assessments that teachers make as part of every lesson help them to adjust their daily plans. They match these short-term assessments closely to the teaching objectives with written or verbal feedback being given to help guide pupils' progress. Pupils are also encouraged to make judgements about how they can improve their own or other people's work in the form of Peer or Self-Assessment.

Teachers use end of year targets, which have been created using the End of Year Age Related Expectations, to measure progress against the assessment focuses in English. These are recorded termly and form the basis for planning and intervention timetables. Half termly Writing assessments are carried out in the form of 'Unaided Writing' tasks, where pupils are given a piece of writing to carry out without any input from the teacher.

Teachers are supported in these assessments through moderation sessions with the English lead, fellow school staff members, staff from other Trust schools and the Trust English Consultant.

Pupil progress meetings are held regularly with the Head of School, Inclusion Manager and Phase Leader to ensure all pupils are catered for and any pupils not making expected progress are targeted with specific support and interventions.

Teachers make long-term assessments at the end of the school year and they use these to assess progress against school targets and National Age Related Expectations. With the help of these long-term assessments, they are able to set targets for the next school year and summarise the progress of each pupil before discussing it with the pupils' parents or carers. The new class teacher then uses these long-term assessments as the basis for the new school year.

Pupils undertake national tests in the form of the Year 1 Phonics Check and Years 2 and 6 end of Key Stage Tests. Optional tests are taken at the end of Years 3, 4 and 5 where the materials are deemed appropriate.

Monitoring and review

The coordination and planning of the English curriculum are the responsibility of the subject leaders who also:

- support colleagues in their teaching, by keeping informed about current developments in English and by providing a strategic lead and direction for this subject;



- give the CEO, Executive Headteacher, Head of School and Governors an annual summary report in which they evaluate the strengths and weaknesses in English and indicates areas for further improvements;
- use specially allocated regular management time to review evidence and monitor English across the school;
- deliver and facilitate Continuing Professional Development.

